

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/SPPpage.html>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcomes measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to the Department.

See <http://www.dese.mo.gov/divspeced/DataCoord/documents/DistrictProfileReviewGuide.pdf> for the Special Education Profile Review Guide

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator*			State Data 2012-13		Target 2012-13
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			30.00%	NA	≥ 47.30%
ECSE children in special education separate class, school or residential setting (SPP 6B)			31.45%	Not Met	≤ 22.80%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			94.20%	Not Met	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	93.49%	Met	≥ 92.70%
		Summary Statement 2	50.51%	Not Met	≥ 55.60%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.25%	Met	≥ 93.80%
		Summary Statement 2	42.59%	Met	≥ 42.40%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	93.51%	Met	≥ 90.70%
		Summary Statement 2	58.63%	Not Met	≥ 60.70%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			59.40%	Not Met	≥ 59.50%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			9.33%	Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)			3.43%	Met	≤ 3.50%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3B)			99.53%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)			99.47%	Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3C)			25.78%	Not Met	≥ 57.90%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)			28.42%	Not Met	≥ 58.60%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)			97.42%	Not Met	= 100.00%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			77.55%	Not Met	≥ 80.00%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)			76.36%	Met	≥ 71.50%
Dropout rate for students with disabilities (SPP2)			4.20%	Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			87.53%	Not Met	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higer education		29.18%	Met	≥ 24.40%
	enrolled in higher education or competitively employed		53.52%	Met	≥ 46.90%
	total employed / continuing education		57.70%	Met	≥ 51.30%

*Only those indicators for which data are available and/or targets have been established are included in this summary.

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2010-11	2011-12	2012-13
Child Count	11,489	11,429	11,353
Participation Rate	5.82%	5.79%	5.76%

Source: District reported data via MOSIS Student Core (December cycle) and 2010 census data

Participation Rate = Child Count / Census

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2010-11		2011-12		2012-13	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		6,538	56.91%	6,420	56.17%	6,459	56.89%
♦ 10+ hours with majority of sped services in	EC Program*	2,814	24.49%	2,815	24.63%	2,870	25.28%
	Other location	2,415	21.02%	2,318	20.28%	2,413	21.25%
♦ less than 10 hours with the majority of sped services in:	EC Program*	630	5.48%	592	5.18%	536	4.72%
	Other location	679	5.91%	695	6.08%	640	5.64%
Separate Class		3,443	29.97%	3,426	29.98%	3,405	29.99%
Separate School		186	1.62%	182	1.59%	166	1.46%
Residential Facility		0	0.00%	0	0.00%	0	0.00%
Home		127	1.11%	125	1.09%	114	1.00%
Service Provider location		1,195	10.40%	1,276	11.16%	1,209	10.65%
Total Early Childhood		11,489	100.00%	11,429	100.00%	11,353	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,444	29.98%	3,407	29.81%	3,406	30.00%
Total separate placement** (SPP 6B)		3,629	31.59%	3,608	31.57%	3,571	31.45%

Source: District reported data via MOSIS Student Core (December cycle)

Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2008-09	2009-10	2010-11	2011-12	2012-13
Number referred and eligible	140	211	186	366	431
IEPs developed within acceptable timelines	133	208	185	351	406
Percent developed within acceptable timelines	95.00%	98.58%	99.46%	95.90%	94.20%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2012-2013 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	52	1.11%	49	1.05%	53	1.14%
functioning comparable to same-age peers	185	3.96%	109	2.34%	172	3.68%
c. improved functioning to a level nearer to same-age peers but did not reach	2,073	44.41%	2,522	54.03%	1,706	36.55%
d. improved functioning to reach a level comparable to same-aged peers	1,331	28.51%	1,528	32.73%	1,537	32.93%
e. maintained functioning at a level comparable to same-aged peers	1,027	22.00%	460	9.85%	1,200	25.71%
Total	4,668	100.00%	4,668	100.00%	4,668	100.00%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		93.49%		96.25%		93.51%
2. Percent of children who were functioning within age expectations by the time they exited.		50.51%		42.59%		58.63%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2012-13
Mental Retardation/Intellectual Disability	9,972	22	1.12%
Emotional Disturbance	6,253	35	0.70%
Speech Impairment	19,775	974	2.23%
Language Impairment	10,186	205	1.15%
Orthopedic Impairment	533	7	0.06%
Visual Impairment	472	4	0.05%
Hearing Impairment	1,182	29	0.13%
Specific Learning Disabilities	30,904	486	3.48%
Other Health Impairment	20,140	285	2.27%
Deaf/Blindness	26	0	0.00%
Multiple Disabilities	1,471	7	0.17%
Autism	8,526	130	0.96%
Traumatic Brain Injury	433	3	0.05%
Young Child w/ Developmental Delay	2,377	51	0.27%
Total	112,250	2,238	12.64%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	69,367	59.94%	68,299	59.97%	66,682	59.40%
Inside Regular Class 40-79%	29,121	25.16%	28,703	25.20%	28,944	25.79%
Inside Regular Class <40% (SPP 5B)	10,851	9.38%	10,636	9.34%	10,469	9.33%
Private Separate (Day) Facility*	678	0.59%	672	0.59%	737	0.66%
Public Separate (Day) Facility*	1,603	1.39%	1,544	1.36%	1,396	1.24%
Homebound/Hospital*	716	0.62%	707	0.62%	680	0.61%
Private Residential Facility*	4	0.00%	7	0.01%	6	0.01%
Correctional Facility	69	0.06%	59	0.05%	70	0.06%
Parentally Placed Private School	2,261	1.95%	2,228	1.96%	2,238	1.99%
State Operated Separate School [^]	1,054	0.91%	1,041	0.91%	1,028	0.92%
Total School Age	115,724	100.00%	113,896	100.00%	112,250	100.00%
Total of Separate Placements* (SPP 5C)	4,055	3.50%	3,971	3.49%	3,847	3.43%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories (special education data excludes PPPS students)

School Year: 2012-13	White %	Black %	Hispanic	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	73.71%	16.59%	5.12%	1.88%	0.45%	0.18%	2.06%	100.00%
Total IEP Child Count (3-21)	73.60%	18.60%	4.02%	1.04%	0.53%	0.10%	2.11%	100.00%
MR / ID	63.73%	29.09%	4.00%	0.96%	0.57%	0.14%	1.51%	100.00%
Emotional Disturbance	67.39%	26.58%	2.17%	0.42%	0.59%	0.02%	2.83%	100.00%
Speech/Language Impairment	77.57%	14.06%	4.31%	1.37%	0.44%	0.08%	2.17%	100.00%
Specific Learning Disability	71.34%	20.98%	4.63%	0.52%	0.64%	0.13%	1.76%	100.00%
Other Health Impairment	77.18%	17.05%	2.58%	0.54%	0.62%	0.04%	2.00%	100.00%
Autism	76.92%	14.47%	3.67%	2.16%	0.49%	0.05%	2.24%	100.00%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:
<https://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2012-13 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,485	9,470	2,648	99.84%	28.0%	9,479	9,464	3,097	99.84%	32.7%
4	9,492	9,467	2,784	99.74%	29.4%	9,487	9,464	2,993	99.76%	31.6%
5	9,216	9,207	2,458	99.90%	26.7%	9,215	9,204	2,697	99.88%	29.3%
6	9,000	8,981	2,028	99.79%	22.6%	9,001	8,980	2,535	99.77%	28.2%
7	8,740	8,723	1,929	99.81%	22.1%	8,733	8,707	2,444	99.70%	28.1%
8	8,374	8,335	1,870	99.53%	22.4%	8,085	8,044	1,676	99.49%	20.8%
HS	7,468	7,299	2,135	97.74%	29.3%	8,128	7,934	2,123	97.61%	26.8%
3-5	28,193	28,144	7,890	99.83%	28.0%	28,181	28,132	8,787	99.83%	31.2%
6-8	26,114	26,039	5,827	99.71%	22.4%	25,819	25,731	6,655	99.66%	25.9%
All	61,775	61,482	15,852	99.53%	25.8%	62,128	61,797	17,565	99.47%	28.4%
2011-12 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,455	9,428	2,650	99.71%	28.1%	9,450	9,419	3,352	99.67%	35.6%
4	9,500	9,490	2,799	99.89%	29.5%	9,499	9,487	3,056	99.87%	32.2%
5	9,404	9,380	2,639	99.74%	28.1%	9,401	9,377	2,969	99.74%	31.7%
6	9,046	9,028	2,115	99.80%	23.4%	9,040	9,022	2,580	99.80%	28.6%
7	8,677	8,631	2,075	99.47%	24.0%	8,674	8,620	2,563	99.38%	29.7%
8	8,385	8,331	1,828	99.36%	21.9%	8,386	8,333	1,843	99.37%	22.1%
HS	8,065	7,872	2,894	97.61%	36.8%	8,062	7,834	2,109	97.17%	26.9%
3-5	28,359	28,298	8,088	99.78%	28.6%	28,350	28,283	9,377	99.76%	33.2%
6-8	26,108	25,990	6,018	99.55%	23.2%	26,100	25,975	6,986	99.52%	26.9%
All	62,532	62,160	17,000	99.41%	27.3%	62,512	62,092	18,472	99.33%	29.7%
2010-11 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,545	9,528	2,719	99.82%	28.5%	9,549	9,531	3,285	99.81%	34.5%
4	9,765	9,748	3,005	99.83%	30.8%	9,749	9,732	3,270	99.83%	33.6%
5	9,579	9,566	2,674	99.86%	28.0%	9,574	9,558	3,019	99.83%	31.6%
6	8,968	8,950	2,116	99.80%	23.6%	8,967	8,946	2,731	99.77%	30.5%
7	8,779	8,742	1,900	99.58%	21.7%	8,774	8,736	2,221	99.57%	25.4%
8	8,407	8,364	1,768	99.49%	21.1%	8,405	8,354	1,863	99.39%	22.3%
HS	7,956	7,685	2,637	96.59%	34.3%	8,339	7,992	2,170	95.84%	27.2%
3-5	28,889	28,842	8,398	99.84%	29.1%	28,872	28,821	9,574	99.82%	33.2%
6-8	26,154	26,056	5,784	99.63%	22.2%	26,146	26,036	6,815	99.58%	26.2%
All	62,999	62,583	16,819	99.34%	26.9%	63,357	62,849	18,559	99.20%	29.5%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2008-09	2009-10	2010-11	2011-12	2012-13
Number evaluated	3,726	3,765	3,429	5,731	7,024
Number within acceptable timelines	3,642	3,643	3,352	5,608	6,843
Percent within acceptable timelines	97.75%	96.76%	97.75%	97.85%	97.42%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2008-09	2009-10	2010-11	2011-12	2012-13
Total Responses	7,337	6,592	7,934	3,219	4,495
Number Agree/Strongly Agree	5,103	4,565	5,664	2,503	3,486
% Agree/Strongly Agree	69.55%	69.25%	71.39%	77.76%	77.55%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2012-2013	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	12,605	10.2	42,969	5.4	1.89
OSS > 10 Days	2,403	1.9	7,325	0.9	2.11
ISS - All	15,839	12.8	67,880	8.5	1.50
ISS > 10 Days	1,591	1.3	5,241	0.7	1.95
Total OSS and ISS	28,444	23.0	110,849	14.0	1.65
Incident Counts					
OSS - All	26,230	21.2	76,980	9.7	2.19
OSS > 10 Days	2,517	2.0	7,590	1.0	2.13
American Indian	13	2.0	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		2.10
Asian	10	0.8			0.81
Black	1,370	6.0			6.31
Hispanic	68	1.4			1.45
Multi Racial	53	2.1			2.16
Pacific Islander	4	3.1			3.27
White	982	1.1			1.13
ISS - All	39,480	31.9	152,844	19.2	1.66
ISS > 10 Days	1,612	1.3	5,312	0.7	1.95
Total OSS and ISS	65,710	53.2	229,824	28.9	1.84

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)		2010-11	2011-12	2012-13
Number of students with disabilities who graduated		7,025	6,592	6,523
Graduation Cohort data/rates		4yr Rate	5yr Rate	6yr Rate
2013 Cohort		2013	2014	2015
Total Cohort Graduates		5,863		
Total Cohort		7,678		
Graduation Rate		76.36%	NA	NA
2012 Cohort		2012	2013	2014
Total Cohort Graduates		5,901	6,373	
Total Cohort		8,086	7,993	
Graduation Rate		72.98%	79.73%	NA
2011 Cohort		2011	2012	2013
Total Cohort Graduates		6,815	7,340	7543
Total Cohort		9,929	9,981	9734
Graduation Rate		68.64%	73.54%	77.49%
Dropout data - grades 9-12 only (SPP 2)		2010-11	2011-12	2012-13
Total number of students with disabilities grades 9-12		42,311	40,705	39,616
Number of students with disabilities who dropped out 9-12		1,441	1,532	1,662
Dropout rate for students with disabilities grades 9-12		3.41%	3.76%	4.20%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2008-09	2009-10	2010-11	2011-12	2012-13
Total Reviewed	568	587	569	793	850
Number Met	502	536	455	653	744
Percent Met	88.38%	91.31%	79.96%	82.35%	87.53%

Note: Data collected from districts in year prior to monitoring review

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

Follow-up reported during the 2012-2013 School Year		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	completed at least one term	1,653	25.6%	8	0.7%	1,661	21.8%
(2) 4-year College		559	8.7%	4	0.3%	563	7.4%
(3) Non-College		191	3.0%	10	0.9%	201	2.6%
(4) Employed (Competitively)	at least 20 hrs per week for 90 days	1,623	25.1%	67	5.8%	1,690	22.2%
(5) Employed (Not Competitively)		113	1.7%	5	0.4%	118	1.5%
(6) Military		165	2.6%	0	0.0%	165	2.2%
(7) Other		931	14.4%	205	17.6%	1,136	14.9%
(8) Continuing Ed - did not complete 1 term		316	4.9%	7	0.6%	323	4.2%
(9) Employed - less 20 hrs/week or 90 days		364	5.6%	17	1.5%	381	5.0%
(10) Unknown		545	8.4%	839	72.2%	1,384	18.2%
(11) Not Available		86		60		146	
Total (excludes Not Available)		6,460	100.0%	1,162	100.0%	7,622	100.0%
A. Enrolled in higher education*		2,212	34.2%	12	1.0%	2,224	29.2%
B. Enrolled in higher education or competitively employed*		4,000	61.9%	79	6.8%	4,079	53.5%
C. Total Employed / continuing Education*		4,304	66.6%	94	8.1%	4,398	57.7%

Source: District reported data via MOSIS February Follow-up

*Summary Calculations

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]